DOCUMENT RESUME

ED 159 800 08 CE 017 585

TITLE	State Action on Sex Equity in Vocational Education. A Compilation of Selected States' Approaches to the Legislated Functions of Full-Time Sex Equity Personnel in Vocational Education.
INSTITUTION	Ellis Associates, Inc., College Park, Md.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE	Aug 78
NOTE	67p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Demonstration Programs; Educational Planning; Equal Education; Federal Legislation; Federal State Relationship; Job Analysis; *Job Development; *Nondiscriminatory Education; Objectives; Occupational Information; *Sex Discrimination; Sex Stereotypes; State Action; State Officials; *State Programs; *Vocational Education
IDENTIFIERS	*Sex Equity Personnel

ABSTRACT

Intended to aid the personnel hired by the states to coordinate and supervise their sex equity efforts in vocational education, this handbook contains brief descriptions of what fifteen states (which were chosen to participate in a workshop on the development of action models to eliminate sex stereotyping from vocational education) have done, and what they plan to do, in compliance with the ten major sex equity functions specified for sex equity personnel in the rules and regulations of Title II of the Education Amendments of 1976 (PL 94-482). The handbook is organized into three parts: the first presents a status report detailing the accomplishments, problems, and solutions of three representative states for each of the ten functions; the second gives the action plans of three representative states for one year, outlining the objectives to be reached and the activities necessary to accomplish them and clarifying the role of the sex equity specialist for the ten functions; and the last identifies the actions which the workshop participants felt would be most effective for all states in meeting the ten sex equity mandates for personnel. (EL G)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED159400

STATE ACTION ON SEX EQUITY IN VOCATIONAL EDUCATION

A COMPILATION OF SELECTED STATES' APPROACHES TO THE LEGISLATED FUNCTIONS OF FULL-TIME SEX EQUITY PERSONNEL IN VOCATIONAL EDUCATION

PREPARED BY

ELLIS ASSOCIATES, INC.
P.O. BOX 466
COLLEGE PARK, MARYLAND 20740
(301) 864-7600

AUGUST 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

This document was prepared under the provisions of a grant from the U.S. Office of Education, Bureau of Occupational and Adult Education, through the Maryland Department of Education, Division of Vocational-Technical Education.

CE 017 585

STATE ACTION ON SEX EQUITY IN VOCATIONAL EDUCATION

A COMPILATION OF SELECTED STATES' APPROACHES TO THE LEGISLATED FUNCTIONS OF FULL-TIME SEX EQUITY PERSONNEL IN VOCATIONAL EDUCATION

PREPARED BY

ELLIS ASSOCIATES, INC.
P.O. BOX 466
COLLEGE PARK, MARYLAND 20740
(301) 864-7600

AUGUST 1978

CE 017 585

This document was prepared under the provisions of a grant from the U.S. Office of Education, Bureau of Occupational and Adult Education, through the Maryland Department of Education, Division of Vocational-Technical Education.

FOREWORD AND ACKNOWLEDGEMENTS

With the passage of the Education Amendments of 1976, elimination of sex discrimination, stereotyping, and bias has become a priority for vocational education programs throughout the country. In response to the legislation, States have employed full-time personnel to coordinate and supervise their sex equity efforts in vocational education. The individuals filling these new sex equity positions are being called upon to effect changes in the attitudes and behaviors of large numbers of vocational education staff and students; they are being called upon to develop solutions to sex equity problems that extend far beyond the confines of a vocational classroom or laboratory, school or institution.

This handbook is intended to serve as an aid to the States' full-time sex equity personnel. It is an attempt to illustrate the steps that many States have already taken, and the steps that they plan to take, to ensure sex equity in their vocational education programs. It is hoped that the sex equity personnel and other vocational educators who receive this document will benefit from the reports and plans that it contains.

The Ellis Associates project team wishes to acknowledge the support provided by the members of the USOE Bureau of Occupational and Adult Education who participated in the planning and conduct of this project. We also acknowledge the assistance provided by Maryland's Division of Vocational-Technical Education. The Project Officer, Dr. Rose Mary Bengel, was particularly supportive throughout the project.

Recognition is also due the members of our Project Planning Committee whose guidance at key points during the project was both needed and appreciated.

Finally, special appreciation is expressed to the sex equity specialists and other vocational education leaders who attended the workshop in which the contents of this document were developed. The success of this project depended upon their cooperation and hard work, and they did not let us down.

STATE ACTION ON SEX EQUITY IN VOCATIONAL EDUCATION

Table of Contents

	Page
Foreword and Acknowledgements	ii
Introduction	1
Development of Handbook	1
Status Reports and Action Plans	2
Selection of Handbook Contents	3
Overview of Handbook	3
Status Reports	4
Function A	4
Arizona	4
New York	5
Wisconsin	7
Function B	7
Arkansas	8
Louisiana	8
Wisconsin	9
Function C	9
Colorado	9
Hawaii	10
Washington	10
Function D	11
California	11
Florida	12
Massachusetts	12
Function E	13
Massachusetts	13
Nebraska	14
South Dakota	14
Function F	15
California	15
Hawaii	16
New York	17
Function G	17
Colorado	18
Illinois	18
Louisiana	19

Page

Function H. 20
Arkansas. 20
Nebraska. 20
South Dakota. 21

Function I. 21
Illinois. 22
Maryland. 22
Washington. 23

Function J. 23
Arizona 24
Florida 24
Maryland. 24

Action Plans. 26
Function A. 26
Arizona 26
California. 27
Florida 28

Function B. 30
Arkansas. 30
Louisiana 31
Massachusetts 32

Function C. 32
Hawaii. 32
Maryland. 33
Washington. 35

Function D. 36
Colorado. 36
Nebraska. 36
Wisconsin 37

Function E. 38
Florida 38
Maryland. 39
Nebraska. 41

Function F. 42
Colorado. 42
Louisiana 42
New York. 43

Function G. 44
Arizona 44
California. 45
South Dakota. 46

Page

Function H. 47
Arkansas. 47
Illinois. 48
South Dakota. 48

Function I. 49
Hawaii. 49
Washington. 49
Wisconsin 50

Function J. 51
Illinois. 51
Massachusetts 52
New York. 53

Recommended Actions for Sex Equity. 54

Function A. 54

Function B. 54

Function C. 55

Function D. 55

Function E. 56

Function F. 56

Function G. 57

Function H. 57

Function I. 58

Function J. 58

Appendix

I. INTRODUCTION

This handbook contains brief descriptions of what selected States have done, and what they plan to do, to implement the functions of full-time sex equity personnel in vocational education. The functions of sex equity personnel are specified in Section 104.75 of the Rules and Regulations governing Title II of the Education Amendments of 1976 (P.L. 94-482).

The handbook is intended for use by full-time sex equity personnel in all States, and by all other State vocational education staff who share in the responsibility for ensuring sex-fair vocational programs for all students. It is hoped that, in reviewing the examples of both accomplishments and plans contained in this handbook, readers will find ideas for sex equity initiatives that may be applicable to their States. It is also hoped that readers will use the accomplishments and plans in the handbook as the basis for assessment of their own progress and planning in vocational education sex equity.

DEVELOPMENT OF HANDBOOK

The production of this handbook followed a national invitational EPDA workshop for the development of action models to eliminate sex stereotyping and bias from vocational education. The workshop was conducted by Ellis Associates, Inc. for the Maryland State Department of Education, Division of Vocational-Technical Education. It was supported by an EPDA grant from the U.S. Office of Education.

The workshop was held February 6-10, 1978, in Orlando, Florida. In attendance were three-member teams of vocational educators from 15 selected States. The States were selected for the workshop primarily on the basis of their leadership in sex equity, as evidenced by information and materials submitted to Ellis Associates prior to the workshop, and on the basis of their interest in participating in the workshop. The 15 States selected, representing all of the U.S. Office of Education regions across the country, were the following.

Arizona	Hawaii	Nebraska
Arkansas	Illinois	New York
California	Louisiana	South Dakota
Colorado	Maryland	Washington
Florida	Massachusetts	Wisconsin

With only one exception, the three-member State teams were headed by the States' full-time coordinators for sex equity in vocational education. Team members included State Directors of Vocational Education, State Supervisors for vocational areas, Title IX Coordinators, Research Coordinating Unit Directors, vocational directors of local school systems and institutes, and others with whom full-time sex equity personnel must work on a regular basis in order to realize the sex equity mandates of the current legislation.

Status Reports and Action Plans

The workshop was designed to produce two sets of products that would be of value, first, to the States participating in the workshop, and second, to all of the other States.

Prior to the workshop, participating States were asked to assemble information that would be useful to them in producing a status report of their sex equity initiatives to date. At the start of the workshop, State teams were asked to use this information in the actual production of the report. The reports addressed each of the 10 major functions of full-time sex equity personnel, as specified in the Rules and Regulations. For each of these functions, the following report outline was followed.

1. Specific plans that have been made
2. Plans that have been implemented
3. Milestones reached in plans
4. Problems encountered in reaching milestones
5. Approach taken to overcoming problems encountered

When the State teams had completed work on the reports of accomplishments to date, work was begun on their plans for future action in sex equity. Here again, the action plans addressed the 10 major functions of the full-time sex equity personnel. Guidelines provided the State teams developing the action plans contained the following statements.

- The action plan should detail the steps to be taken by a State sex equity specialist to meet each of the 10 major mandates listed in the Rules and Regulations.
- The action plan should have personal value to a sex equity specialist as a planning and management tool.
- The process of developing the action plan should help to clarify the role of the sex equity specialist in each State.
- The finished action plan should serve to illustrate the role of the State sex equity specialist for others who may read it.
- The action plan to be developed should probably not extend beyond one year. By focusing planning on only one year, a more detailed and potentially useful plan should result.

The workshop participants determined that a useful outline for their action plans would contain the following elements.

1. Goal - For each State's action plan, the stated goals would be the 10 functions of the full-time sex equity personnel.

2. Objective - In each action plan, the objectives would be statements of specific sub-goals to be reached.

3. Activities - Activity statements would contain the tasks to be performed by sex equity personnel under each objective.

By the close of the workshop, all of the State teams had completed action plans using this outline.

Selection of Handbook Contents

Following the workshop, the Ellis Associates project team reviewed the status reports and action plans developed by the 15 workshop States. Because each State's status report and action plan addressed each of the 10 mandated functions of the full-time sex equity personnel, the material produced during the workshop was voluminous. It was necessary, therefore, to reduce this volume of material in order to produce a handbook that (a) was reasonable in size, (b) provided thorough coverage of the 10 sex equity functions, (c) contained examples of the reports and plans of all States participating in the workshop, and (d) was not repetitive in its content. To meet these requirements, it was determined that the handbook would contain, for each of the 10 sex equity functions, three States' examples of accomplishments, and three States' examples of action plans. Using this approach, there are two status report excerpts and two action plan excerpts in the handbook for each of the 15 workshop States.

OVERVIEW OF HANDBOOK

The two sections which follow in this handbook present the selected State examples of accomplishments and action plans under each of the 10 sex equity functions specified in the Rules and Regulations. The third and final section which follows contains a brief summary of actions which workshop participants believed should be taken by all States' sex equity personnel. This section lists actions believed to be essential in meeting the sex equity mandates of the vocational education legislation.

With the exception of some editorial changes, the status report and action plan excerpts in this handbook are presented as written by the State workshop teams. The reader will note that these excerpts vary in scope and specificity from one State to another and from one function to another. It may be assumed that each excerpt reflects the scope and specificity believed to be reasonable and practical by each State workshop team.

Additional information on status of sex equity activities and plans for future activities may be obtained from the States' sex equity specialists/ workshop team leaders. Their names and addresses are contained in the Appendix.

II. STATUS REPORTS

Following in this section are reports on the status of sex equity activities in vocational education across the 15 States attending the EPDA workshop in Orlando. For each of the 10 functions of full-time sex equity personnel, as specified in Section 104.75 of the Rules and Regulations, the reports describe the plans that have been implemented in each State, the problems (if any) that have been encountered in implementing the plans, and the approaches that have been taken to overcome the problems.

● FUNCTION A

Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs, including assisting the State board in publicizing the public hearings on the State plan in accordance with Section 104.165(a).

Arizona

1. A task force for examining all components of sex bias and sex stereotyping and for developing strategies and techniques for overcoming bias/stereotyping has been established and put into action.

2. Recommendations of the task force have been incorporated into overall planning.

3. Strategies and techniques for overcoming sex stereotyping have been collected and are being prepared for printing and dissemination at the local level.

4. Ongoing in-service training and technical assistance in overcoming sex bias has been provided to Local Education Agencies.

5. Consultants with skills and expertise in the area of sex bias have been identified in Local Education Agencies and encouraged to join the State's consultant cadre.

6. Two statewide in-service workshops have been provided for 235 counselors.

Problems/Approaches

1. A relatively small number of men have attended the in-service workshops. Content of the workshops was changed in an effort to increase the number of men participating. Attention was given to identifying male vocational educators to serve as co-facilitators in workshops.

2. There have been too few sex bias personnel to adequately respond to requests for in-service training. Planning and coordination was

increased in an attempt to expand the number of resource persons delivering services.

New York

1. Leadership has been provided in planning and conducting 60 workshops, seminars, and informational meetings designed to create awareness of the need to reduce sex stereotyping.

   a. An office conference to discuss priorities related to overcoming sex bias and sex stereotyping was conducted for 12 bureaus in the State Education Department.

   b. A conference to gather and explore concerns related to overcoming sex bias and discrimination was conducted for 10 women's organizations.

   c. Awareness workshops for five youth organizations were conducted at their State meetings. In attendance were 54 students, 1 advisor, 4 State Education Department staff members, and 1 Board of Education member. An outcome of the workshops was that the students recommended strategies that could be used within their organizations to overcome sex bias and sex stereotyping.

   d. Presentations were made to 30 groups on the topic of overcoming sex bias and stereotyping in occupational education. Groups addressed included home economics supervisors, vocational guidance counselors, industry-education coordinators, area occupational center faculties, advisory councils, board of education members, women's organizations, teachers and administrators, professional organizations, Commissioner's Statewide Advisory Council for Women, IWY New York State conference, personnel and guidance associations, and occupational education students.

   e. Workshops dealing with occupational equality were coordinated for 100 State Education Department staff members.

   f. A conference was held with the labor department to determine employment trends for women.

   g. Service has been provided to an interagency task force of State agencies concerned with sex equity and programs for homemakers.

   h. Six Title IX workshops designed to provide technical assistance to local administrators and to Title IX coordinators were conducted. The workshops were held throughout the State as part of the State Education Department's Title IX effort.

   i. In-service education workshops were conducted for local administrators and teachers of vocational education.

j. Plans were completed for three regional workshops designed to sensitize secondary and postsecondary education staff and teacher educators to sex equity concerns.

2. Resource materials have been developed and distributed.

   a. Policies and procedures for eliminating sex bias in vocational education in New York State have been produced.

   b. A publication, "Expanding Adolescent Role Expectations," funded by a VEA Grant to Cornell University, was distributed to local educators and to education departments in each of the 50 States.

   c. 1000 resource packets entitled "Occupational Equity, The Choice is Yours" were prepared and distributed to various groups Statewide, and to all occupational education bureaus, bureaus of guidance, grants administrators, and secondary and adult curriculum personnel.

3. Various media were employed to provide public information relating to sex equity. Actions which have been taken include

   a. preparation of articles for several Statewide newsletters

   b. preparation of taped interview for educational television

   c. development of a newsletter highlighting sex equity information for distribution by occupational special programs unit

   d. development of a documentary film on women in a changing world.

Problems/Approaches

1. In conducting sex bias and sex stereotyping conferences for bureaus of the State Education Department, negative attitudes of the bureau staffs created a problem. Public relations and information initiatives were implemented in an effort to overcome the attitude problem.

2. The conference with women's organizations encountered difficulties in scheduling and in the lack of necessary information resources. The scheduling problem was resolved by holding the conferences at times other than the regular workday hours. Written information was prepared and distributed in an effort to compensate for lack of resources.

3. Timing and lack of resources also presented problems in the awareness workshops conducted for youth organizations. The approaches taken to reduce these problems included the preparation of materials to be used by organization advisors.

4. In addition to timing and resource-related difficulties, negative attitudes on the part of some participating groups hampered the presentations on overcoming sex bias and stereotyping in occupational education. Methods were evaluated and strategies were changed.

5. Problems encountered in conducting workshops for State Education Department staff members centered around resistence to attendance and negative attitudes relating to the topic of occupational equity. In response to these problems, workshop attendance by staff members was ordered by the State Director of Vocational Education.

6. All of the activities implemented were affected by shortage of staff time and problems in scheduling travel. Wherever possible, additional staff and the use of overtime scheduling were utilized.

7. Obtaining the necessary approvals and having sufficient time for preparation and distribution were the major difficulties encountered in developing a sex equity newsletter for distribution by occupational special program units.

Wisconsin

1. A two-day State EPDA conference on planning for equity in vocational education was successful in bringing together vocational educators from 115 universities and State and local staffs on secondary and postsecondary levels. The conference focused on identifying barriers to equity and developing strategies for overcoming them.

2. In-service training modules on sex stereotyping have been developed. A plan for preparing a cadre of local trainers in the use of these modules has been developed.

3. A summer workshop has been held for instructors on the topic of equal access to vocational education.

4. A request for funding to conduct training sessions directed at changing sex equity attitudes of local postsecondary administrators was submitted to the Women's Educational Equity Act Program.

Problems/Approaches

1. In order to overcome a delay in the implementation of the State EPDA conference in equity, it was necessary for a regular State staff member to assume the responsibility for the conference.

2. Local administrators were reluctant to become involved in the issue of sex equity. In response to this, special assistance has been given to local administrators in an effort to reduce their fears and concerns. In addition, strategies have been developed to assist program supervisors in reducing sex stereotyping problems in their areas of responsibility.

● FUNCTION B

Gather, analyze, and disseminate data on the status of men and women students and employees in vocational education programs of the State.

Arkansas

1. A cooperative working relationship has been established with the Department of Education Title IX Coordinator.

2. Leadership has been provided in implementing projects addressing sex equity. Two exemplary projects, two research projects, and one State Advisory Council on Vocational Education project have been implemented.

3. Statistical data on male/female enrollment in vocational education have been developed and analyzed. Male/female enrollment has been analyzed by OE code/course title and program, and totals have been obtained for State, county, and LEA levels.

4. Statistical data on State staff, teacher educators, and LEA staff have been developed and analyzed. Analysis has been performed on type of position, grade step, and salary.

Problems/Approaches

1. Lack of a clear definition of State level responsibility for gathering, analyzing, and disseminating data presented a problem in working with the Title IX Coordinator. The problem was resolved by outling responsibilities according to the legislation.

2. Concerns regarding the dissemination of the statistical data were reduced through discussions with other sex equity coordinators and other parties knowledgeable about the sex equity provisions of the legislation.

Louisiana

1. Sources of relevant sex equity data have been identified.

2. Statistical data on placement have been obtained.

3. Data on enrollment patterns in vocational education programs (by service areas) have been obtained from the RCU.

4. Title IX self-evaluations have been obtained and reviewed for compliance.

5. Existing information obtained from the Women's Bureau and from workshops will be incorporated into the data base.

6. A plan to collect data on employees in vocational education has been developed.

Wisconsin

1. Employment data have been gathered by the District Affirmative Action Officers and are on file at the State Board.

2. Interim data collection, analysis, and dissemination plans are being followed.

3. The Department of Public Instruction and the Wisconsin Board for Vocational, Technical and Adult Education are in the process of establishing procedures for collecting data in coordination with VEDS.

Problems/Approaches

1. Coordination with VEDS may delay the implementation of plans regarding data. A liaison assigned to VEDS is in communication with others in the State in an effort to facilitate coordination.

2. A delay in filling the full-time sex equity position has resulted in a delay in the implementation of the data gathering procedures.

● FUNCTION C.

Develop and support actions to correct problems brought to the attention of this personnel through activities carried out under paragraph (b) and section 104.76, including creating awareness of the Title IX complaint process.

Colorado

1. An advisory committee is being established to review data and identify problems. The committee membership includes disadvantaged, minority, handicapped, and female representatives, as well as representatives of program areas. The full-time sex equity supervisor will coordinate the implementation of the advisory committee's recommendations in conjunction with the LEA's.

2. Plans have been made to impact teacher education programs by including materials on sex bias and sex stereotyping philosophy in teacher preparation courses.

3. The internal organization of a sex equity task force has been determined; task force responsibilities have been assigned and preliminary materials have been received; objectives have been defined and tasks assigned; the plan of action has been discussed and a date for a preliminary report has been scheduled.

Problems/Approaches

1. Poor communication between education and labor members of the task force resulted in some internal conflict. In response to this, the labor representatives are receiving a more thorough orientation to

the education system, and members capable of serving as links between education and labor are being added to the group.

2. Insufficient attention was given by the task force to the development of sex equity recommendations for the State plan. In response to this, additional members are being recruited to work on this task, and all members are being given a more thorough orientation to the purpose and function of the State plan.

Hawaii

1. In-service training covering specific sex equity problems is being provided.

2. Technical assistance to follow up problems is being provided.

3. Student support groups designed to increase retention in nontraditional programs have been established.

4. The media is being used for recruitment of students in problem areas.

5. The Department of Education and the Community College System are being assisted in the development of annual plans which focus on identified problem areas.

6. Workshops on sex bias, including the Title IX grievance procedure, are being conducted.

Problems/Approaches

1. Motivating faculty, counselors, and administrators to address sex equity issues has presented a problem. A system of offering personnel incentives (both monetary and college credit) has been implemented.

2. Transferring model sex equity programs from one campus to another has been difficult. To overcome the difficulty, personnel from other campuses are becoming involved in model program activities on the model campuses.

Washington

1. Elimination of sex stereotyping has been established as an in-service training priority in the State.

2. An advisory committee to address problems, incentives, and corrective actions in the area of sex equity has been planned.

3. Relevant statistics have been gathered with the help of the State Occupational Information Coordinating Committee and the Washington Occupational Information Service. Data on program enrollments by sex have been analyzed.

4. Resources to aid in sex equity efforts have been assembled. These resources include much written material.

5. Eight regional workshops to increase the sex equity awareness of vocational educators have been planned. The awareness sessions that have already been conducted for vocational education staff have been positive in their effect.

6. Support for actions to correct sex equity problems has been received from the State Department of Education, the State Advisory Council on Vocational Education, the Washington Vocational Association, the Women's Council, and the Office of Women's Rights.

Problems/Approaches

1. The lack of adequate data has limited analyses of sex equity in vocational programs. To improve the situation, changes in the State data reporting system have been requested.

2. Procedures for reviewing curriculum and other materials to ensure balanced treatment of both sexes are being introduced in order to correct problems of imbalanced treatment that exist.

3. Vocational educators' general lack of awareness of the sex equity provisions of the legislation is being addressed through the formation of an adequate, representative advisory committee.

4. There is reluctance among many vocational educators to accept sex equity concepts. Working first with local vocational administrators in the State is believed to be an effective approach to this problem.

5. There is concern that if sex equity efforts are directed to vocational educators exclusively, impact on students may be limited. In response to this concern, the plan to disseminate information on sex equity in vocational education is being designed to target both vocational educators and students.

6. Many vocational educators question whether employers are ready to accept students in nontraditional areas. In response to this, special attention will be given to Local Advisory Committees and employers, to address concerns and enlist their support.

● FUNCTION D

Review the distribution of grants and contracts by the State board to assure that the interests and needs of women are addressed in all projects assisted under this Act.

California

1. To ensure that women are fairly represented in all decision-making concerning the funding of grants, half of all members of proposal review panels are women.

2. To ensure that women's issues are adequately reflected in the priorities established for the funding of grants, women's organizations have been included in the sessions in which priorities are established.

3. To ensure that women's organizations and firms are provided adequate opportunity to compete for State grants, they have been notified individually of the availability of funds for grants (Subpart 3 funds).

4. Criteria have been established for evaluation of the sex equity content of proposals submitted to the State in each category contained in Subpart 3, Title II, P.L. 94-482.

5. A Request for Proposal for sex equity services to the State has been issued, and criteria for selection of a contractor to perform these services have been developed.

6. Full-time sex equity personnel have been involved in the review of all proposals submitted for Subpart 3 funding, and all proposals submitted for special sex equity services to the State.

Problems/Approaches

Because sex equity in vocational education is a joint responsibility of the State Board of Education and the State Board of Governors, coordination has been the chief problem. Coordination of the two groups for joint decision-making has been time consuming and at times awkward. In the future, more realistic time lines for tasks will be established.

Florida

1. The full-time sex equity coordinator now serves as a member of all review committees for funding of contracts and grants by the State Department of Education.

2. Sex equity issues have now been recognized as a priority in proposal review at the State level.

Massachusetts

1. Full-time sex equity personnel have been serving as members of LEA application reading teams within the central administrative office of the State Department of Education.

2. Criteria to evaluate all LEA applications in terms of their meeting sex equity requirements have been developed.

3. An application review "sign-off" sheet containing sex equity requirements for proposals has been developed. This sheet must be signed by the sex equity coordinator to indicate that a local application addresses sex stereotyping, bias, and discrimination concerns of both male and

female students prior to approval by the Massachusetts Board of Education.

4. A sex equity policy statement incorporated into the FY 79 Annual Plan for Occupational Education includes equity for males and females in vocational education.

Problems/Approaches

The involvement of sex equity personnel in the LEA application review process has met with political opposition from some women's advocacy groups and some vocational educators. In response to this, a strong policy addressing issues of sex stereotyping, bias, and discrimination for both male and female students has been put forth. To assure both women's advocates and vocational educators of fairness in local application review, sex equity personnel have attempted to demonstrate a high degree of professionalism, including good listening, learning, performance, and adaptation skills. Personnel have demonstrated that they are in a policy-setting role in sex equity, and that they have the support of the Associate Commissioner for Vocational Education, the Commissioner of Education for the State, and the Board of Education.

● FUNCTION E

Review all vocational education programs (including work-study programs, cooperative vocational education programs, apprenticeship programs, and the placement of students who have successfully completed vocational education programs) in the State for sex bias.

Massachusetts

1. All vocational schools having selective admission procedures are required to submit an annual admissions plan update for Department of Education approval. This is a prerequisite for eligibility to receive federal funds.

2. Full-time sex equity personnel are participating in the monitoring of vocational education programs.

3. All vocational programs are now required to submit a written statement of their admissions policy which must be consistent with Section 4.8.1 of the State's Chapter 74 Regulations governing eligibility for State reimbursement.

4. A quarterly report containing vocational program enrollment data by race, sex, and special needs (including handicapped, disadvantaged, limited English-speaking) has been developed. This report will serve to provide concise and effective monitoring of federally-funded programs.

Problems/Approaches

1. Difficulties were encountered in designing the process for review of vocational education programs. A group process review was the approach taken to overcoming the difficulties.

2. Some LEA's were not responsive to the sex equity reporting process that was introduced intially. In response to this problem, the information being requested was described in concrete terms, and intent to follow procedures, including withholding of funds, was clarified for the LEA's.

Nebraska

1. A review of enrollment data for vocational education programs in the State has been completed.

2. Schools have been contacted and visits have been scheduled for the purpose of reviewing the scheduling of vocational education classes in LEA's.

3. Program quality indicators for sex equity have been incorporated into the process for evaluation of LEA's. The evaluation document containing these indicators has been completed.

4. The full-time sex equity specialist asked to be involved in all school evaluations. Involvement of the specialist has now been incorporated in the Management by Objectives system of the State Department of Education, and is being covered in in-service staff training. Participation in school evaluations is in process and will be an ongoing activity.

Problems/Approaches

1. There is dissatisfaction with the quality of the enrollment data that has been gathered. A new data collection system is to be implemented in the Fall of 1978 to provide more reliable data.

2. Many LEA administrators have resisted the idea of visits to review the scheduling of vocational classes. To overcome this resistance, administrators have been provided with more information on the sex equity provisions of the new vocational education legislation.

South Dakota

1. On-site visitations to area schools and multi-district schools have taken place. All programs in six schools have been reviewed for evidence of sex stereotyping/bias. Instructors are evaluating their own attitudes, their curriculum, and their covert biases.

2. A record-keeping system for capturing statistics relating to sex equity in programs in each vocational service area has been established.

3. Administrators and instructors have been made aware of sex biases present in the wording of their course title descriptions. Biased language in vocational program brochures is being changed.

4. Administrators will receive letters indicating evidence of sex discrimination in their programs, and indicating the need for corrective action. The State Director will receive copies of the letters.

5. Supervisors in all vocational service areas are now checking on sex equity in programs. A question concerning sex equity has been included in supervisors' report forms. Supervisors have been cooperative.

6. Multi-district pilot schools have been selected for infusion of sex equity concepts throughout all programs. Meetings have been held with multi-district staff and with participating school counselors and administrators. Sex equity goals and objectives have been written, curriculum materials have been evaluated, and staff responsibilities have been assigned. In one pilot school, arrangements have been made to obtain the assistance of a graduate student in counseling and guidance.

Problems/Approaches

1. On-site visitations have shown evidence of deep-seated sex biases. In-service awareness workshops for area and multi-district schools are planned to address this situation.

2. Because a problem of misrepresentation has been observed in a vocational school brochure, and because some administrators and instructors have been defensive about changing course descriptions to eliminate possible sex stereotyping, the sex equity coordinator has sent a letter to all vocational schools requesting a review of all brochures prior to their publication.

3. For supervisors to be effective in checking their service areas for sex bias/stereotyping, more explicit guidelines are needed. The full-time sex equity supervisor will work one-to-one with each supervisor to clarify what is expected.

● FUNCTION F

Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the State relating to vocational education.

California

1. Forms to monitor hiring, firing, and promotion of staff are being developed. Use of the forms will become effective 1979-1980.

2. A data evaluation instrument to monitor enrollment patterns is being developed for implementation in 1979-1980.

3. A component addressing the monitoring of curriculum materials is being included in the in-service training of staff.

4. A component addressing the monitoring of services being provided (including work experience, placement, etc.) is being included in the in-service training of staff.

5. In an effort to monitor employer hiring practices, plans have been made to review reports from employment agencies. The reviews will aid in determining whether discrimination is taking place.

Problems/Approaches

1. Staff review of details of monitoring forms consumes much time. Firm time schedules for review have been established to minimize delays.

2. Because the responsibility for sex equity in vocational education is shared by the two State agencies administering vocational education, reaching agreement on data collection forms and methods can be difficult. The two agencies have agreed that all sex equity materials will be entered in the Statewide computer system (California Occupational Information System).

3. Monitoring of curriculum materials for sex stereotyping and bias is difficult because of the diversity of materials and the fact that no personnel have been specifically charged with this responsibility. In response to these problems, a task force has been formed to monitor materials.

4. Staff training for monitoring of vocational education services has been difficult to schedule because of staff time limitations. Sessions have been scheduled, however.

5. Inaccurate and insufficient data has limited the effectiveness of the monitoring of employer hiring practices. In addition, the responsibility for this had not been clearly delegated to the sex bias personnel in vocational education. A task force has been formed to assist in the monitoring, and the responsibility of the sex bias personnel in this activity has now been clarified.

Hawaii

1. Information regarding hiring, firing, and promotion is provided through in-service training sessions sponsored by the Title IX team of the State Department of Education. Workshops are now conducted in the two State operating agencies (i.e., the State Department of Education and the Community College System).

2. A communication linkage has been established with EEO officers, and monitoring activities are coordinated.

3. Pending grievances concerning hiring, firing, and promotion have been reviewed.

4. Data on employment of faculty and staff have been collected from operating agencies.

5. EEO workshops have been employed to disseminate information concerning discrimination in hiring, firing, and promotion in vocational education.

6. Linkages have been established and maintained with operating agencies in order to monitor compliance efforts.

7. First drafts of model projects have been completed. The model projects will be used in the evaluation of Title IX compliance.

Problems/Approaches

1. Lack of authority to ensure sex equity in hiring, firing, and promotion has been a problem. Policies and procedures to ensure enforcement of equity requirements have been developed and assistance has been obtained from appropriate federal agencies.

2. Data that have been reported on hiring, firing, and promotion require refinement. In response to the refinement problem, the data reporting form has been modified.

New York

1. A job information service has been developed and implemented. Funding has been awarded to a Local Educational Agency to computerize the service.

2. Review of State Education Department and LEA affirmative action reports has been implemented. The reports are received on a regular basis.

3. A check of action plans for evidence of certifying and hiring women in administrative and supervisory positions has been planned.

Problems/Approaches

1. Difficulty was encountered in making the job information service available to potential candidates, and in receiving job information from potential employers. Statewide newspapers, public relations, and the sanction of the Commissioner were used to promote the service.

2. A problem existed in relation to LEA's making a positive effort to recruit women for administrative and supervisory positions. The approach taken to this problem was to encourage use of the job information service.

● FUNCTION G

Assist local educational agencies and other interested parties in the State in improving vocational education opportunities for women.

Colorado

1. Sex bias/stereotyping provisions of the vocational education legislation have been disseminated to administrators in the LEA's and to other groups in the State, including Women's Resource Centers, the Colorado Commission on Women, and educators enrolled in the sex equity course offered at the University of Northern Colorado.

2. Key State staff, including the guidance and counseling director, vocational education supervisors, and vocational teacher educators are participating in the Region VIII workshop on sex bias/stereotyping.

3. A system to loan sex equity resources and information items to users across the State has been established.

Problems/Approaches

Insufficient funding and staffing at the State level have limited progress on the system to loan resources and information items. In response to these problems, assistance in developing resources (e.g., slides on sex equity) has been sought from other State vocational education personnel, and assistance in establishing the loan system has been sought from a student in library science.

Illinois

1. State staff has been provided in-service training addressing sex equity problems. Training has included awareness sessions and information on ways to improve vocational education opportunities for women. Three major in-service training programs have been provided, and continued in-service training for State staff is being procured through a Request for Proposal.

2. An internal sex equity steering committee has been formed and is meeting regularly at the State level.

3. An external sex equity advisory committee has been formed and is meeting regularly at the State level.

4. An "Expanding Career Horizons" curriculum has been developed for student use, and 15 workshops have been held to disseminate the curriculum to the schools.

5. A film entitled "When I Grow Up" has been developed to increase teacher awareness of sex equity issues. The film has been used in a wide variety of in-service training activities, and has been distributed to many other users across the country.

6. Nineteen regional career guidance centers have been funded to provide resources, information, and services across the State. These centers provide referral services for displaced homemakers and in-service training for counselors on sex stereotyping/bias and expanding

opportunities for women. An in-service workshop has been conducted for the personnel of the centers.

7. In-service training on sex equity in vocational education has been provided at a number of Statewide conferences including those of the Illinois Vocational Association and the Illinois Industrial Education Association. Training has been provided at a career education conference, an adult education conference, and the Illinois Vocational Home Economics Teachers Conference. Additional in-service sessions are planned for several conferences during the coming year.

8. In-service training on sex equity in vocational education is being provided throughout the State on request. Sessions have been provided for elementary teachers, university classes, community college staff, cooperative education coordinators, CETA counselors, and staff of secondary vocational education programs.

9. Two invitational working conferences were held with teacher trainers to provide input for the five-year plan for sex equity and to identify competencies teacher trainers need in the area of sex equity.

10. A Request for Proposal to develop sex equity materials for use by LEA's in in-service training was written and funded.

Problems/Approaches

1. Most problems encountered have been a function of the lack of staff and time to devote to all of the activities that have been undertaken. Several responses have been made to these problems.

   a. Outside services have been procured (through RFP) to provide sex equity workshop for State staff.

   b. Additional State staff have been assigned to assist in coordinating the steering committee and advisory committee.

   c. Additional staff members have been employed and trained to assist in conducting workshops through which the "Expanding Career Horizons" curriculum was disseminated.

   d. A second full-time professional staff person will be hired prior to the 1978-79 school year.

   e. Sex equity contractual monies were spent to hire consultants to conduct several workshops.

2. Insufficient funding has limited the regional career guidance centers. Additional State funds are being sought.

Louisiana

1. Exemplary programs and strategies for eliminating sex bias and sex stereotyping from vocational education programs have been identified.

2. Information on exemplary programs and strategies has been disseminated to LEA's, vocational-technical schools, colleges, universities, and other interested parties, including the Title IX Coordinator, the Bureau on the Status of Women, the community groups, etc. Approximately 130 persons in decision-making positions in the State have been reached. LEA's have used the information in developing sex equity proposals which are being submitted to the State for funding.

3. Copies of the Louisiana State Plan for the Administration of Vocational Education have also been disseminated to the groups and individuals listed above.

4. Resource materials for use by LEA's and other interested parties in improving vocational education opportunities for women have been developed, collected, and disseminated. LEA's have used these materials in developing successful proposals for sex equity projects.

● FUNCTION H

Make available to the State board, the State advisory council, the National Advisory Council on Vocational Education, the State Commission on the Status of Women, the Commissioner, and the general public, including individuals and organizations in the State concerned about sex bias in vocational education, information developed under this section.

Arkansas

1. Workshops on sex equity in vocational education have been conducted for members of the State staff.

2. Plans have been made for the full-time sex equity specialist to appear on television and radio programs to disseminate information on sex equity to a wide audience.

3. Newspaper and magazine articles addressing sex equity in vocational education have been solicited in an effort to reach a wide audience across the State.

4. Plans have been made to provide the media with printed material and public service announcements concerning sex equity in vocational education.

Nebraska

1. Resources and materials addressing sex equity in vocational education are being developed, collected, reviewed, and disseminated to civic organizations on a continuing basis.

2. Existing networks for dissemination of information to the State and national groups interested in sex equity in vocational education are

now being identified. Letters concerning existing dissemination networks have been sent to various agencies in the State.

3. Plans have been made to provide technical assistance to vocational teacher education institutions in the State, to enable them to further disseminate information on sex equity in vocational education.

Problems/Approaches

Because of the volume of available material addressing sex bias/stereotyping in vocational education, selection of appropriate, quality material is difficult. To help others in the State select the best available materials for their use, guidelines for material selection have been developed.

South Dakota

1. A log of activities relating to sex equity within the State is maintained. A letter of information describing concepts of sex equity in vocational education has been sent to all schools and agencies. Letters have accompanied an "ACCESS" brochure sent to all schools in the State. Three mailings of the letter have been made.

2. Home economics supervisors have distributed material on sex equity in home economics to all instructors attending the annual State conference. Supervisors take equity information with them on all visitations and report back to the full-time sex equity specialist on the results of the visitations.

3. The State vocational education equity office has identified organizations and agencies that may have information of value to sex equity efforts, and has asked to be placed on their mailing lists. Materials are being received from these agencies and organizations and are being catalogued. A State bibliography of the materials is in the beginning stages of development.

Problems/Approaches

1. Mass mailings of letters to all schools and agencies in the State are time-consuming and costly. In the future, mailings will be limited to two per year.

2. A need exists to make sex equity materials easily accessible to vocational area supervisors and other staff when the full-time sex equity supervisor is not available. A special area in which these materials are filed has been designated in the State office.

● FUNCTION I

Review the self-evaluations required by Title IX.

Illinois

1. The State has an established three-phase system for the evaluation of vocational education programs, and this system has been modified to address sex equity. As part of the sex equity evaluation process, LEA's are required to report the results of their Title IX self-evaluations.

2. Two workshops have been held for evaluation team leaders, to familiarize them with the sex equity aspects of the evaluations they will be conducting.

Problems/Approaches

1. The initial revision of the evaluation system to include sex equity in vocational education was not extensive enough to meet all sex equity evaluation needs. Evaluation system materials, including handbooks for evaluation team leaders and members, will continue to be revised.

2. Awareness of sex equity issues and commitment to sex equity evaluation varies among evaluation teams and team members. In-service training on sex equity in vocational education will continue to be provided to team leaders.

Maryland

1. Guidelines for the review and evaluation of the LEA Title IX self-evaluations have been developed, and self-evaluations from all LEA's in the State have been received and reviewed.

2. The review and evaluation of each community college Title IX self-evaluation has been scheduled.

3. The Title IX self-evaluation of the State Division of Vocational-Technical Education has been reviewed and evaluated, and the results of the review have been publicized within the State.

4. The annual evaluation of vocational education in the State now requires that information on previous year's self-evaluations be updated.

Problems

1. During review and evaluation of Title IX self-evaluations, a number of problems were observed. Most problems reflected lack of control of self-evaluations from one LEA to another. All LEA's did not report on the same information items; there was inconsistency from one LEA to another on the information that was reported.

2. The review of the Title IX self-evaluations was done in the

absence of a single set of review criteria; there was a lack of comparability from one review to another.

3. LEA vocational education directors did not always receive adequate feed-back on the results of the review of their Title IX self-evaluations.

Approaches

1. A vocational equity team is being established at the State level to work with vocational education directors in LEA's in the development of sex equity recommendations for their local plans.

2. An evaluation tool is being developed for use by the Division of Vocational-Technical Education in assessing the effectiveness of LEA efforts to eliminate discriminatory practices and procedures from their vocational education programs. OCR 102 is being used as a resource in the development of the evaluation tool.

Washington

1. The review of the Title IX self-evaluation at the State level is being coordinated with the State Title IX personnel.

2. Plans to review the Title IX self-evaluations performed at the local level have involved (a) identifying the Title IX State staff responsible for reviewing the local self-evaluations, (b) requesting from them information on discrepancies and problems of non-compliance, and (c) making this information available to State program auditing personnel.

Problems/Approaches

While the full-time sex equity specialist in vocational education is responsible for reviewing the Title IX self-evaluations, she has no authority to ensure that vocational programs comply with Title IX. By obtaining program reports from the State Title IX staff, and by working with State program auditing staff to fully understand the Title IX evaluation process, the sex equity specialist can gain useful insights into problems affecting sex equity in the vocational programs across the State.

● FUNCTION J

Review and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs for the five-year State plan and its annual program plan prior to their submission to the Commissioner for approval.

Arizona

1. An annual review of enrollment patterns in all vocational programs has been conducted, and an annual report on the status of equal vocational education in Arizona is being prepared.

2. State sex equity personnel are involved in writing the sex equity portion of the State plan. The sex equity goals for the State plan have been accepted by the planning committee.

Problems/Approaches

The major problem is simply identifying the multitude of sex equity issues throughout vocational education. The response to this problem is simply to ensure that sex equity provisions are integrated into all facets of vocational education (program funding, monitoring, assessment, etc.) in the State.

Florida

1. Florida has established an interdivisional Department of Education committee on equity. Membership consists of representatives of all educational units, i.e., community colleges, public schools, universities, etc. This committee, chaired by the Florida Vocational Education Equity Coordinator, meets to assist in the development of annual and five-year State plans.

2. During the development of both the annual and five-year State plans, all components of the plans are reviewed in light of sex equity issues, and recommendations for improvements are submitted.

Problems/Approaches

While no serious problems have been encountered, it has taken time to reach an appropriate level of awareness and understanding of sex equity issues among all vocational education personnel involved. Awareness and understanding have been improved by concentrating on communications and by involving a wide range of personnel in the development of solutions to sex equity problems.

Maryland

1. Local plans have been reviewed to determine the adequacy of their proposed activities to eliminate sex bias. These proposed activities have been forwarded to the State planning office for inclusion in the proposed 1979 State plan.

2. Plans have been completed for training regional consultants to understand the provisions of P.L. 94-482 which relate to sex bias.

3. Consultants and the vocational equity specialist will serve as liaison

and resource persons to local directors of vocational education as the local plans are written.

Problems

1. The State Plan Council has no female members and has generally been unaware of sex bias and sex stereotyping issues.

2. Funds for desired sex equity programs have been insufficient.

3. For purposes of sex equity program planning, input from both State and LEA staff has been inadequate.

Approaches

1. Sex equity information and training will be provided to the regional consultants earlier in the planning process in order that they may provide more information to the local plan coordinators during the year.

2. Local administrators will be provided in-service training covering P.L. 94-482 sex equity provisions.

3. Personal contact with local directors has been increased in order to clarify P.L. 94-482 sex equity provisions.

III. ACTION PLANS

Following in this section are action plans for sex equity in vocational education across the 15 States attending the EPDA workshop in Orlando. For each of the 10 required functions of full-time sex equity personnel, the action plans present statements of objectives to be reached and activities necessary to reach them. In general, the activities represent tasks to be performed by State sex equity personnel.

● FUNCTION A

Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs, including assisting the State board in publicizing the public hearings on the State plan in accordance with Section 104.165(a).

Arizona

1. Public and employer awareness of the efforts to overcome sex stereotyping will be promoted through the preparation and distribution of informational publications and news releases as evidenced by file documentation, June 30, 1979.

   Activities

   a. Public and employer efforts to overcome sex bias and sex stereotyping will be collected by sex bias personnel.

   b. News releases of the efforts will be produced as situations occur. ADE publicity staff will be used as a resource for all news releases.

   c. Two informational publications will be compiled and disseminated to public and employers, focusing on efforts to overcome sex bias and sex stereotyping.

2. Information regarding successful programs and methods for eliminating sex bias and sex stereotyping will be disseminated to Local Education Agencies, vocational educators, and public media by April 1, 1979.

   Activities

   a. Data on successful programs designed to eliminate sex bias and sex stereotyping will be collected by sex bias personnel.

   b. Informational data on selected successful programs will be disseminated to LEA's, vocational educators, and public media by appropriate channels.

3. Presentations will be made to community, civic, parent, student and employer/employee groups on the progress made toward overcoming sex stereotyping and sex discrimination in vocational education as evidenced by file documentation, June 30, 1979.

   Activities

   a. An extensive effort will be made to promote the availability of speakers and presentors to discuss the progress in sex bias and sex stereotyping.

   b. Presentations to community, civic, parent, student and employer/employee groups will be made as requested.

California

1. Hold eleven general input sessions for the 1979-1980 annual plan. Increase the number of female participants at these sessions by 50% over the previous year.

   Activities

   a. Publicize sessions

   b. Extend invitations to sessions

   c. Conduct sessions

2. By January 1979, provide 51 in-service training sessions for local vocational personnel, two sessions for State staff, and one session for executive staff.

   Activities

   a. Form a cadre of training consultants to develop a model in-service program.

   b. Form a consortium of seven community colleges and 10 secondary school districts to facilitate in-service training.

3. By September 1978, disseminate to local vocational education directors and deans a resource list of organizations able to assist in the elimination of sex bias.

   Activity

   Secure the resource list from the contractor funded to develop it.

4. Disseminate, bi-monthly, 4000 copies of a one-page newsletter on sex equity in vocational education.

Activity

Secure copies of the newsletter from the contractor funded to produce it.

5. Establish a "hot line" to provide information on sex equity to LEA's and the community-at-large.

Activity

Monitor contractor funded to establish "hot line."

6. By September 1978, provide a network of LEA personnel and professional organizations to examine materials for sex bias/stereotyping and to assist in the elimination of sex bias/stereotyping that is detected.

Activity

Monitor contractor funded to establish network.

7. By December 1978, develop a handbook on vocational education and sex equity for community use.

Activity

Monitor contractor funded to develop handbook.

8. By February 1979, provide training for 75 percent of the women's and community organizations included on the resource list (described above).

Activity

Monitor contractor funded to provide training.

9. By January 1979, form a task force of leaders in business, industry, and labor to address the issues of employer hiring practices.

Activities

a. Identify and appoint task force members.

b. Conduct two meetings of the task force.

10. By July 1979, fund a project to increase the number of nontraditional instructors in programs in which instructors of one sex are dominant.

Activity

Prepare criteria for a Request for Proposal.

Florida

1. Develop a sex equity workshop model for at least three identified target groups, by June 30, 1979.

Activities

a. Work with the Florida Equity Advisory Council to identify target groups, giving consideration to geographic location, student population, industry concentration, etc.

b. Establish a workshop format and determine potential resources for the workshops.

c. Assist LEA's in the implementation of the workshop model.

d. Evaluate the workshop model in terms of the feasibility of replication.

2. Provide management level personnel with in-service training, by June 30, 1979.

Activities

a. Develop a State Division of Vocational Education management committee to be responsible for in-service training of management personnel.

b. Along with counselors, administrators, teachers, and teacher trainers, address sex equity issues at the Florida Vocational Education Conference.

c. Participate actively in each of the regularly scheduled regional meetings of community college occupational deans and local vocational directors.

d. Continue to participate in each regional Division of Vocational Education staff development meeting.

e. Develop strategies for working with district superintendents on equity issues.

3. Develop effective media tools and plans for dissemination of the tools, by June 30, 1979.

Activities

a. Produce a 16-minute film and 30-, 60-, and 90-second spot announcements focusing on nontraditional vocational training and employment opportunities that are available.

b. Publish a monthly newsletter covering sex equity activities in vocational education.

c. With the editor of the Florida Vocational Education Journal, coordinate publication of articles addressing the sex equity issue, with one complete issue dedicated to the topic of sex equity in vocational education.

d. Arrange for the topic of sex equity to be addressed in each issue of the Florida Vocational Education Newsletter.

e. Arrange for coverage of the topic of sex equity in other educational publications.

● FUNCTION B

Gather, analyze, and disseminate data on the status of men and women students and employees in vocational education programs of the State.

Arkansas

1. Continue to use procedures for gathering data, by sex, on student enrollment and follow-up.

   Activities

   a. Maintain close working relationship with Research Coordinating Unit staff; provide input, upon request, regarding data collection needs.

   b. Request specific data needed from State data collection system.

2. Maintain updated information on male/female enrollments at secondary and postsecondary levels.

   Activities

   a. Maintain FY 1978 records as baseline data, categorized according to: (1) OE codes/course names, (2) Statewide program totals, (3) LEA's and (4) counties.

   b. Provide for storage and retrieval of baseline records.

3. Develop and maintain updated information on vocational employees.

   Activities

   a. Develop statistical data according to (1) type of position (2) grade, (3) step, and (4) salary. Develop data for the following personnel: (1) State staff, (2) teacher educators, (3) LEA secondary and postsecondary staff.

   b. Maintain FY 1978 records as baseline data.

   c. Provide for storage and retrieval of baseline records.

4. Utilize supervisory visits for additional on-site data collection.

   Activity

   For random sample of LEA's, assess program procedures and characteristics through site visits.

5. Analyze data collected.

   Activities

   a. Develop objectives for data analysis; develop analytical procedures to meet the objectives.

   b. Determine current status of male/female enrollment and employment based upon the data collected and analyzed.

6. Disseminate summary data on enrollment and employment to prescribed agencies and to other interested parties.

   Activities

   a. Identify parties to receive reports of summary data.

   b. Prepare and disseminate summary data.

Louisiana

1. Gather data for analysis of students and employees in vocational education.

   Activities

   a. Obtain annual report data from the Research Coordinating Unit.

   b. Utilize the statistical indices of the Louisiana Occupational Training Information System.

   c. Obtain information from the State Commission on the Status of Women.

   d. Obtain results of the Title IX self-evaluations from the State Title IX Coordinator.

   e. Obtain information on Division of Vocational Education employees from the State administrative services office.

2. Analyze and disseminate data on students and employees in vocational education.

   a. Prepare and disseminate reports on male/female enrollments, completions, placements, and follow-up results.

   b. Prepare and disseminate reports on male/female employment in administration, instruction, and support.

Massachusetts

1. Impact on the State plan for vocational education in order for the State plan to serve as a vehicle for dissemination of data.

   Activities

   a. Identify promising occupational training areas for women, based upon analysis of labor market needs.

   b. Report on male/female program enrollment trends, including enrollment trends in "selective" secondary vocational schools.

   c. Disseminate State plan to organizations identified in the P.L. 94-482 Regulations, and to other interested parties, by September 30, 1978.

   d. Report to the Associate Commissioner of Occupational Education on staff, by sex and function, in a representative sample of vocational schools.

2. Impact on Massachusetts Occupational Information Coordinating Committee (MOICC) in order for the Committee to generate comprehensive sex equity information.

   Activities

   a. Participate with the Committee in inter-agency meetings during FY 1978 and 1979.

   b. Channel labor market information through the MOICC.

● FUNCTION C

Develop and support actions to correct problems brought to the attention of this personnel through activities carried out under paragraph (b) and section 104.76, including creating awareness of the Title IX complaint process.

Hawaii

1. Correct problems within targeted Department of Education vocational education programs, by June 1979.

   Activities

   a. Provide specific Department of Education faculty and staff with assistance in correcting sex equity problems that are addressed in the annual plan for vocational education.

   b. Provide in-service training on strategies designed to attack the problems identified.

c. Provide follow-up technical assistance on implementation of the strategies.

2. Correct problems within targeted community college vocational education programs, by June 1979.

Activities

a. Provide the Community College System with assistance in correcting sex equity problems that are addressed in the annual plan.

b. Provide in-service training to faculty and staff, and provide information to students, on strategies designed to correct the sex equity problems that are identified.

c. Establish model student support groups to increase retention of nontraditional students in vocational education.

3. Increase use of model projects to increase male/female enrollment in nontraditional vocational education programs of the Department of Education and the Community College System.

Activities

a. Utilize media to publicize the availability of the model projects.

b. Use fiscal incentives to encourage use of model projects.

4. Create awareness of the Title IX complaint process.

Activities

a. Include a component on the Title IX complaint process in the sex equity workshops conducted for Department of Education and Community College staff.

b. Provide administrators with printed materials on the Title IX complaint process.

Maryland

1. Provide funding and technical assistance to support the team trained under the cooperative agreement among the Division of Vocational-Technical Education, the Maryland Commission for Women, and New Directions for Women.

Activities

a. Identify priority sex equity items to be addressed by the team.

b. Schedule in-service training to provide team members with updated information on sex equity.

c. Design an evaluation tool for assessing community acceptance of the team.

d. Evaluate the team and make changes in team make-up, training, etc., as indicated.

2. Provide Division of Vocational-Technical Education support staff with six workshops designed to upgrade their skills in sex equity.

Activity

Plan and implement a series of workshops to assist staff in identifying sex-biased behavior. Workshops will be conducted bi-monthly.

3. Provide technical assistance in meeting specific sex equity needs of each local agency to (at least 10) local administrators.

a. Communicate the results of the vocational program data analysis to local administrators.

b. Offer assistance in meeting the needs identified in the data analysis via small group meetings, regional meetings, etc.

c. Train Division of Vocational-Technical Education regional consultants to provide regional workshops addressing specific sex equity needs. (Four three-hour workshops will be provided in each region.)

4. As requested, provide technical assistance to the State Advisory Council on Vocational Education and to other educational organizations/agencies. Technical assistance will focus on developing a coordinated approach to solving problems identified.

Activities

a. Contact executive director of State Advisory Council on Vocational Education to inform him of availability of technical assistance.

b. Provide speakers, workers, etc. to groups in response to their expressed needs for assistance.

c. Maintain written communication between Division of Vocational-Technical Education and groups to be assisted.

5. Develop support services for students in nontraditional vocational programs.

Activity

Report to LEA's those activities that have been found successful in helping nontraditional students complete their courses of study.

6. Promote and foster the employment of men and women in nontraditional occupations.

Activities

a. Assist employers and business organizations in encouraging the increased hiring and promotion of nontraditional employees.

b. Develop and disseminate a list of resource persons who are employed in nontraditional jobs and who are willing to speak to groups on the subject of their employment experience.

Washington

1. Identify problem areas for State Career and Vocational Education staff and LEA's, by December 1978.

   Activities

   a. Recommend methods for correcting problems.

   b. Follow-up corrective actions and make further recommendations as required.

2. Develop and train a task force of professionals to serve as consultants to LEA's in identifying problems, by December 1978.

   Activities

   a. Identify and train members of task force.

   b. Provide funding for travel and release time of task force members.

   c. Report task force activities and findings.

3. Work with 25 local administrators each year to help them recognize and correct sex equity problems that may exist in their programs.

   Activities

   a. Announce consultation services available to LEA's.

   b. Provide materials and services to the administrators involved.

   c. Follow-up areas of concern to administrators.

   d. Report corrective actions taken on problems identified.

4. At least twice each year, contact the State Advisory Council on Vocational Education and professional associations to solicit their support in correcting sex equity problems.

   Activities

   a. Organize a representative task force of State Advisory Council on Vocational Education and association members.

b. Work with task force on approaches to correcting problems.

c. Publicize the corrective approaches that are developed (e.g., models that are developed).

● FUNCTION D

Review the distribution of grants and contracts by the State board to assure that the interests and needs of women are addressed in all projects assisted under this Act.

Colorado

1. Establish a system for maintaining a current list of projects contracted or funded, as well as a list of the grants that are available for funding.

   Activities

   a. Work with the State Research Coordinating Unit to develop the system.

   b. Disseminate grant information to appropriate agencies in the State.

2. Establish sex equity criteria to be applied in the review of grants and contracts.

   Activities

   a. Develop a procedure whereby the full-time sex equity supervisor will have input to the review committees that approve or disapprove all grant and contract proposals.

   b. Develop an appeal procedure for grants and contracts not funded for reasons of non-compliance with sex equity requirements.

Nebraska

1. Provide State staff with technical assistance in reviewing proposals for sex discrimination and sex bias, and encourage the funding of programs to develop occupational information and employment data for both sexes.

   Activities

   a. Promote research to support information/data development.

   b. Promote sex-fair curriculum development.

   c. Promote bias-free guidance services.

d. Promote bias-free professional development activities.

e. Review quarterly reports of projects to determine whether the intent of the law is being met.

2. Work closely with the State Department of Labor to obtain occupational research results.

Activities

a. Include a representative from the Department of Labor on the sex equity task force.

b. Establish a line of communication with Department of Labor personnel.

c. Analyze the data obtained on employment opportunities in nontraditional occupational areas.

3. Identify and review new curriculum materials and new materials on employment opportunities.

Activities

a. Maintain contact with the curriculum resource center.

b. Collect and review curriculum materials.

c. Maintain contact with the Nebraska Career Information Council.

d. Collect and review employment materials.

e. Utilize the SMERC System.

4. Review grants available from the Womens Educational Equity Act and from other agencies.

Activities

a. Obtain a list of projects from the federal WEEA program.

b. Obtain sex equity grant application information from the WEEA program and from other agencies.

Wisconsin

1. With the assistance of State staff and an advisory committee, review the current procedure for distribution of grants, and determine the best approach to ensuring that grants contain sex equity provisions.

Activities

a. The advisory committee will evaluate the existing grants distribution

process in terms of sex equity requirements.

b. The process of requesting and reviewing proposals will receive special attention in the evaluation.

c. The committee, where necessary, will submit to the State Director its written recommendations for changes to the grants distribution process.

2. Identify the subparts of P.L. 94-482 through which additional funding for sex equity activities may be available.

Activities

a. Analyze the legislation and regulations to determine possible sources of additional funding for sex equity projects.

b. Provide local districts with technical assistance in identifying areas of greatest need, establishing priorities, and developing proposals for sex equity projects.

3. Develop Requests for Proposals for projects to combat sex stereotyping and bias in vocational education programs.

Activities

a. Review the current RFP process to determine requirements for RFP's addressing sex equity in vocational education.

b. Develop a system to establish priorities for funding of proposals.

c. Obtain approval for a communications bulletin in which requests for sex equity proposals can be advertised, and develop the bulletin.

d. Provide copies of RFP's to local school districts as requested.

e. Using funding priorities developed, review and approve proposals.

● FUNCTION E

Review all vocational education programs (including work-study programs, cooperative vocational education programs, apprenticeship programs, and the placement of students who have successfully completed vocational education programs) in the State for sex bias.

Florida

1. Review all data relating to program evaluation completed during FY 1978, by November 1979.

Activities

a. Meet with regional vocational education staff to analyze program review information.

b. Summarize the sex equity problem areas that are identified.

c. For problems identified, recommend corrective actions to appropriate personnel.

d. With program review teams, conduct on-site visits across the State.

2. Modify program review format for FY 1979 to improve coverage of sex equity activities.

Activities

a. Determine the most effective elements of the current format.

b. Request that the Florida Equity Council recommend format changes that are deemed necessary.

c. Work with the State Division of Vocational Education staff in making recommended changes to format.

d. Evaluate the effectiveness of the changes made following FY 1979 use of the revised format.

3. Review all MIS data for FY 1976 and FY 1977, including program enrollment, student placement, and follow-up data, by January 1, 1979.

Activities

a. Perform comparative analysis of three years' data (1976, 77, 78) to identify problems of imbalance in enrollments (e.g., 20% or less of either sex in any given program).

b. Recommend priorities for correcting problems identified.

c. Distribute corrective action plans to LEA personnel.

d. Develop criteria for use of placement and follow-up data in sex equity analyses.

Maryland

1. Assure that state evaluation procedures assess sex equity status of programs.

Activities

a. Work closely with the State evaluation specialist to identify the

items that must be present in the program evaluation in order for evidence of sex bias in a program to be detected.

b. Monitor training of evaluation teams; monitor a random sample of on-site evaluations.

c. Include in the scheduled staff development program the procedures to follow when using the standard evaluation form to assess sex equity in vocational programs.

2. Develop criteria to assure that new and renovated vocational education facilities allow equal access and opportunity for male and female students.

Activities

a. Coordinate planning with LEA's and inter-agency committee on school construction.

b. Coordinate planning with the community college facilities planners.

c. Recommend to aforementioned groups that HEW facilities planning criteria be followed.

3. Provide technical assistance to LEA's in the establishment of a local vocational equity team to review materials and procedures for sex stereotyping/bias.

Activity

To each LEA, submit suggestions concerning the establishment of a sex equity committee, the purpose of a committee, recommended committee activities, etc. Provide for training the committees if requested to do so.

4. Cooperate with LEA's in establishing criteria to review local programs for sex bias.

Activity

Meet with local directors and local administrators to develop criteria for specific programs.

5. Review enrollment, drop out rates, and placement rates, by sex, for all vocational education programs.

Activities

a. Provide a system to retrieve data.

b. Analyze data.

c. Report findings and recommendations for correction of problems.

Nebraska

1. The full-time sex equity specialist will become a member of the State Department of Education's program evaluation team.

   Activities

   a. Coordinate sex equity evaluation efforts with the Department of Education's overall evaluation effort.

   b. Develop quality indicators for sex equity as part of an evaluation check-off procedure.

2. Review enrollment figures of all vocational programs to determine the status of male/female enrollment, by October 1 of each year.

   Activities

   a. Obtain enrollment information from the State Department of Education statistical services.

   b. Review enrollment information.

   c. Draw conclusions concerning male/female enrollment balance in programs.

3. Review the vocational education scheduling procedure in LEA's.

   Activities

   a. Participate in evaluations in conjunction with the State's program evaluation team.

   b. Maintain communication with vocational program directors to detect scheduling problems that could affect student access to programs.

4. Encourage the State Department staff, the Commissioner of Education, and the Assistant Commissioner for Vocational Education to agree on a definition of "open access" to vocational education programs.

   Activity

   Schedule a meeting to discuss issues pertaining to "open access."

5. Review the guidance counseling practices of local schools as they pertain to the career decision-making and planning of both sexes.

   Activity

   Participate in evaluations in conjunction with the State's program evaluation team.

● FUNCTION F

Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the State relating to vocational education.

Colorado

1. Review procedures for hiring, firing, and promotion of vocational education staff at the State level.

   Activities

   a. Recommend to State Personnel Officer measures to correct potential discrimination problems.

   b. Monitor distribution of job announcements to assure balanced male/female representation in job candidate pool.

2. Assist local administrators in establishing procedures for hiring, firing, and promotion that are in compliance with the federal laws.

   Activity

   Provide in-service training guidelines, selection criteria, or other relevant information upon request.

3. Develop and propose a plan for equal access to employment for teachers, administrators, and other vocational education staff.

   Activities

   a. Design plan to emphasize equal access in teacher education programs.

   b. Design plan to assist personnel officers in increasing numbers of special population candidates in employment pools.

Louisiana

Develop and disseminate guidelines for nondiscriminatory hiring, firing, and promotion within vocational education, by December 1978.

Activities

a. Review existing guidelines for Title IX, and expand and modify these guidelines as required to accommodate the requirements of Title II, P.L. 94-482.

b. Review other existing guidelines concerned with discrimination in employment, and expand and modify these as required.

c. Disseminate the guidelines developed to LEA's, vocational-technical schools, colleges and universities, and the State vocational education staff.

d. Using guidelines as a base, review the current employment policies and procedures of LEA's and vocational-technical schools.

New York

1. Make available to LEA's on a bi-monthly basis a job information service and candidate pool to assist them in meeting the goals of their affirmative action plans.

   Activities

   a. Collect job opening information from LEA's and the State Department of Education and send it to the State computer center for printing and distribution.

   b. Contact potential job candidates through the Commissioner's advisory council and through local administrators.

   c. Collect information on hiring results from LEA's and from the candidates themselves.

2. Provide reactions and recommendations to the affirmative action plans of 25 selected LEA's and the State Department of Education, by September 1979.

   Activities

   a. Review affirmative action plans of LEA's and the State Department of Education.

   b. Notify LEA's and the State Department of Education of real or potential problems evidenced in their affirmative action plans.

3. Provide technical assistance, as required, to aggrieved individuals and school districts.

   Activity

   Direct those requesting assistance to local sources of procedural information on grievances.

4. Demonstrate a technique for assisting women in gaining entry to administrative positions, by October 1978.

   Activity

   Conduct an administrative internship program for women using a grant obtained under Subpart 3 of the vocational education legislation.

● FUNCTION G

Assist local educational agencies and other interested parties in the State in improving vocational education opportunities for women.

Arizona

1. A training notebook containing resources for overcoming sex stereotyping and sex bias will be developed and disseminated to individuals for their use in Local Education Agencies, by December 1, 1978.

   Activities

   a. Two hundred notebooks will be printed.

   b. Two hundred people will be trained through four workshops.

   c. A follow-up study will be conducted to assess the use of the resource notebook.

2. Eighteen in-service training activities will be provided to LEA's to assist them in overcoming sex bias and sex stereotyping, by June 1979.

   Activities

   a. An in-service training format for creating an awareness of sex bias will be developed.

   b. A minimum of 13 in-service sessions will be held in rural areas.

   c. A minimum of five in-service sessions will be held in urban areas.

3. Consultants from the consultant cadre will be utilized to assist Local Education Agencies in overcoming sex stereotyping, as evidenced by file documentation, June 30, 1979.

   Activities

   a. Twenty-five consultants will be identified to join the consultant cadre.

   b. Services available through the consultant cadre will be published through mailing lists and the Administrator Alert newsletter.

4. A State advisory committee on sex stereotyping in vocational education will review the activities identified to overcome sex stereotyping in vocational education and submit recommendations to the sex bias personnel, by June 20, 1979.

   Activities

   a. Three meetings will be held during the year to obtain input and

recommendations on overcoming sex stereotyping in vocational education.

b. The advisory committee recommendations will be included in the annual report prepared for the State Advisory Council on Vocational Education.

c. The advisory committee recommendations will be included in the annual State plan.

California

1. Identify sex equity problems and write proposals for Subpart 3 (Title II, P.L. 94-482) funding for 1979-1980.

   Activity

   Establish criteria and topics for proposals.

2. Provide technical assistance to LEA's on an ongoing basis.

   Activities

   a. Conduct workshops on sex equity topics.

   b. Make presentations on sex equity topics.

   c. Develop media on sex equity topics.

3. Identify bias-free vocational guidance materials, by July 1979.

   Activity

   Fund contractor to identify materials.

4. Identify bias-free career education materials, by July 1979.

   Activity

   Fund contractor to identify materials.

5. Review all vocational education curriculum materials developed by State staff, by July 1979.

   Activity

   Establish criteria to be applied in review of materials.

6. Assist the LEA's in establishing goals, objectives, and timetables for correcting deficiencies identified through their self-evaluations and through the program review evaluation, by June 30, 1979.

Activity

Obtain assistance of regional vocational education staff to accomplish this.

South Dakota

1. Disallow the funding of new programs that do not encourage balanced participation of men and women.

   Activity

   Develop/modify an instrument allowing the supervisor in equality to be included in the sign-off of all new programs in vocational education.

2. Develop a bank of resource persons willing to address schools, parents, and community groups on the topic of equal opportunities for women in vocational education.

   Activities

   a. Conduct a training session for individuals in the resource bank.

   b. Provide resource persons with hand-out materials, State and national statistics on women in vocational education and employment, etc.

3. Develop a sex equity status report on a quarterly basis during FY 1978.

   Activities

   a. Disseminate status reports to LEA's.

   b. Disseminate status reports to other interested publics.

4. Conduct sex equity awareness sessions and provide other services at State association conferences during 1978.

   Activities

   a. Conduct awareness session for the South Dakota Education Association.

   b. Conduct awareness session and provide a general session resource person for the South Dakota Vocational Association.

   c. Conduct awareness session and provide a one-day workshop for the South Dakota Personnel and Guidance Association.

   d. Conduct awareness session for the Association of School Administrators.

● FUNCTION H

Make available to the State board, the State advisory council, the National Advisory Council on Vocational Education, the State Commission on the Status of Women, the Commissioner, and the general public, including individuals and organizations in the State concerned about sex bias in vocational education, information developed under this section.

Arkansas

1. Prepare and disseminate a comprehensive annual report on sex equity in vocational education, by June 30 of each year.

   Activities

   a. Assimilate data and relevant information on sex equity.

   b. Prepare and duplicate the annual report.

   c. Identify groups to receive copies of the annual report.

2. Develop and distribute newsletters and interim reports on sex equity in vocational education.

   Activities

   a. Collect reports of teachers and students who have had experience in nontraditional roles.

   b. Collect materials and articles from professional and popular publications.

3. Provide sex equity information from State plan to designated groups.

   Activities

   a. Duplicate from State plan the pages explaining objectives for eliminating sex bias/stereotyping.

   b. Include relevant State plan pages in comprehensive annual report on sex equity.

   c. Identify target groups for sex equity information.

   d. Identify method of dissemination to target groups.

4. Utilize media in disseminating information.

   Activities

   a. Identify and investigate media capability.

b. Prioritize media opportunities and select media to be utilized.

c. Develop media contacts.

d. Solicit media assistance in promoting equity programs.

Illinois

1. During FY 1979, provide information to the planning and reports section of the Division of Adult, Vocational, Technical Education. This information will be included in the Annual Accountability Report and Governor's Report which are disseminated to all LEA's, interested groups, and cognizant agencies in the State.

   Activities

   a. On an annual basis, develop a status report on achievements in sex equity, including specific program data.

   b. Produce highlights of the status of sex equity in the State's vocational education programs. Include information on problems and issues.

   c. Provide recommendations on sex equity in vocational education for the annual Governor's Report.

2. Provide the State Director with written information on sex equity for inclusion in the quarterly reports that are distributed to all LEA's and interested parties.

   Activity

   Develop on a quarterly basis a succinct report to the State Director on enrollment data, exemplary programs and activities being conducted at State and local levels, and funded projects.

South Dakota

1. Ensure that there is awareness of the sex equity provisions of the State plan within the State Education Agency.

   Activities

   a. Review the sex equity content of the State plan with the State Director.

   b. Clarify the sex equity content of the State plan for any interested parties at the State level.

2. Serve as an information resource to groups within the State.

Activities

a. Throughout the year, be available as a resource person to the State planning team.

b. Be available to provide information on sex equity at State board meetings.

c. Present annual status report on sex equity in vocational education at State board meetings.

● FUNCTION I

Review the self-evaluations required by Title IX.

Hawaii

1. Strengthen Department of Education Title IX compliance in the area of vocational education, by June 1979.

Activities

a. Improve linkages with the Department of Education Title IX officers by developing close working relationship with them.

b. Review the current Department of Education compliance reports with the Department of Education Title IX compliance officer.

2. Evaluate Title IX compliance documents compiled by Community College System, by June 1979.

Activities

a. Improve linkages with the community college Title IX officers by establishing direct contact with each community college campus.

b. Review the community college compliance reports with the current Equal Employment Opportunity officer.

c. Establish procedures for each Equal Employment Opportunity officer to update compliance reports, giving special attention to the status of changes recommended in the initial vocational education compliance reports.

Washington

1. Review the self-evaluation report for the State Career and Vocational Education agency.

Activities

a. Request report from Title IX officers.

b. Review report for information on agency compliance.

2. Become familiar with the persons in Local Education Agencies responsible for Title IX self-evaluations. Obtain information on LEA's that are not in compliance.

Activities

a. Prepare a list of the locations of the Title IX evaluation reports and the Title IX officers.

b. Locate the Title IX self-evaluation reports and contact the persons responsible for the reports as necessary for clarification.

c. Assist Title IX officers with problem areas that are identified.

3. Assist the Career and Vocational Education planning and auditing staff in understanding Title IX as it relates to vocational education.

Activities

a. Provide information on Title IX self-evaluations to Career and Vocational Education planning and auditing staff.

b. Interpret self-evaluations for staff, especially where there are problems of noncompliance.

Wisconsin

1. Cooperate with the State Title IX Coordinator in evaluating the local Title IX self-evaluation reporting system.

Activities

a. Review the local Title IX self-evaluations for all (16) postsecondary institutions and for a sample of the 436 secondary schools.

b. Identify improvements needed in the system relative to vocational education.

2. Cooperate with the Title IX Coordinator in making necessary changes in the Title IX self-evaluation reporting system, based on the review and evaluation conducted.

Activities

a. Submit a rough draft of proposed changes in the self-evaluation reporting system to local Title IX coordinators.

b. Submit the final draft of proposed changes to local Title IX coordinators.

c. Work with the State Title IX Coordinator to establish a revised checklist for Title IX self-evaluations at the local level.

3. Cooperate with the Affirmative Action Officer and the State Title IX Coordinator in incorporating local Title IX self-evaluations into a comprehensive affirmative action/compliance plan.

Activity

Work with the Affirmative Action Officer and Title IX Coordinator to incorporate Title IX into the guidelines for the submission of the October 1978 Affirmative Action Plan by local districts.

4. Inform the State Title IX Coordinator of strengths and weaknesses in Title IX compliance relative to vocational education.

Activities

a. Review the Title IX self-evaluation submitted by local Title IX coordinators as part of the Affirmative Action Plan.

b. Critique the Title IX self-evaluations in terms of vocational education program compliance.

5. Assist the Title IX Coordinator (on an ongoing basis) in providing technical assistance to local Title IX coordinators in the remedy of problems identified in the Title IX self-evaluations.

Activities

a. Develop a schedule of consultant visits to the local districts.

b. Accompany the Title IX Coordinator on the consultant visits.

● FUNCTION J

Review and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs for the five-year State plan and its annual program plan prior to their submission to the Commissioner for approval.

Illinois

1. Provide to the State Plan Committee written recommendations concerning sex equity provisions of Request for Proposals, Request for Applications and incentive programs.

Activities

a. Review the Annual Composite Evaluation Report, obtain input from the internal and external committees on sex equity, and analyze program data to determine needs for sex equity initiatives. On the basis of this information, develop recommendations.

b. Schedule time during the State Director's administrative council meetings to obtain input from the Division of Adult, Vocational, Technical Education management staff on the recommendations developed.

c. Notify women's organizations of public hearings, and solicit other recommendations for the one- and five-year plans.

2. During the Fall of 1978, review the annual plan input of the program support and program improvement management teams, and assess the sex equity content of their input.

Activities

a. Meet with each management team to obtain information on past year's progress and achievements, and to obtain information on new and continuing efforts.

b. Obtain a draft of the recommendations prepared by each management team, review the drafts and provide each team with a critique of the content in terms of sex equity concerns.

3. Between December and April of each year, obtain and review drafts of the annual plan as they are developed by the interagency State plan committee.

Activities

a. Meet with the interagency State plan committee to obtain each draft of the annual plan as it is produced.

b. Critique the drafts of the annual plan in terms of sex equity concerns, and submit recommendations to the committee.

4. Review the annual State plan and provide the manager of the Division of Adult, Vocational, Technical Education Planning and Reports Section with the required sign-off concerning sex equity content.

Activities

a. Obtain the final draft of the annual plan prior to its submission to the State Board of Education, and submit it to the Division of Adult, Vocational, Technical Education sex equity committee for their review.

b. Meet with the sex equity committee to discuss the final draft.

c. Submit the sign-off to the manager of the Planning and Reports Section.

Massachusetts

Improve and strengthen comprehensive sex equity provisions of the

Massachusetts State Plan for Occupational Education, to ensure that sex equity provisions will be applied to all administrative services and programs carried out under the State plan.

Activities

a. Become involved in the administrative review and interpretation of the State plan.

b. Review all administrative procedures contained in the plan to ensure that they reflect comprehensive sex equity concerns.

c. Provide leadership in mandating that sex equity provisions be incorporated into all regular vocational programs and all programs and administrative services for underserved populations identified in the plan. Special populations are handicapped, limited English-speaking, urban and rural youth and adults, and disadvantaged.

New York

1. Provide input regarding sex equity to the development of the State plan.

Activities

a. Serve on the State planning committee.

b. Develop objectives for the State plan relating to the elimination of sex bias and sex stereotyping, and submit objectives to the planning committee.

c. Review the State plan and make recommendations concerning sex equity requirements.

d. Conduct five meetings to obtain input regarding sex equity issues from the internal sex equity task force, local administrators and teachers and selected community organizations.

2. Publicize public hearings on the State plan at least one month prior to the hearings.

Activities

a. Send information regarding public hearings on the State plan to State women's organizations, State Women's Bureau, and other interested individuals.

b. Attend all public hearings and collect any additional input of relevance for the State plan.

IV. RECOMMENDED ACTIONS FOR SEX EQUITY

Prior to the close of the Orlando workshop, when the status reports and action plans had been completed, State workshop teams were asked to work together in groups to identify the actions that should probably be taken by all sex equity personnel in all States. Groups were asked to identify, for each of the 10 legislated functions of sex equity personnel in vocational education, the actions which they believed would be most effective in meeting the sex equity mandates of the legislation.

Following in this section are brief descriptions of the actions which the workshop participants recommended for State sex equity personnel.

● FUNCTION A

Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs, including assisting the State board in publicizing the public hearings on the State plan in accordance with Section 104.165(a).

1. Establish an advisory group to assist in identifying and planning actions to create awareness of approaches to sex equity in vocational education.

2. Develop a system or procedure for identifying, acquiring, classifying, storing, retrieving, and disseminating information on vocational education programs and activities designed to reduce sex bias and stereotyping.

3. Provide in-service training on sex equity requirements and approaches to all vocational education personnel.

4. Publicize sex equity mandates of P.L. 94-482 among all vocational education personnel, special interest groups, appropriate State agencies, and the general public.

5. Ensure that announcements of public hearing on the State plan are received by special interest groups; ensure that the hearings address special interest areas.

● FUNCTION B

Gather, analyze, and disseminate data on the status of men and women students and employees in vocational education programs of the State.

1. Determine data on vocational education students and personnel that are available through the State Department of Education's information system, the Vocational Education Data System (VEDS), or other information systems; assess data to determine whether analyses of the status

of female and male students and personnal can be supported; request that information collection systems be modified, as necessary, to obtain needed data for sex equity analyses on continuing basis; provide technical assistance in modification of systems.

2. Analyze data on male and female students and employees in order to (a) describe current status of enrollments and staffing in programs, (b) identify trends in enrollments and staffing, and (c) identify problems of male/female imbalance, etc. evidenced in current status or trends.

3. Identify all parties in the State for whom information on sex equity in vocational education would be useful and/or necessary; provide information to interested parties on continuing basis.

● FUNCTION C

Develop and support actions to correct problems brought to the attention of this personnel through activities carried out under paragraph (b) and section 104.76, including creating awareness of the Title IX Complaint process.

1. Attempt to prevent problems before they occur: Create incentives to encourage vocational program personnel to eliminate sex stereotyping and bias from their programs.

2. Provide all vocational education and guidance personnel with in-service training in both identifying and solving problems of sex stereotyping and bias in programs. Encourage pre-service training of personnel to raise awareness of potential problems and develop ability to respond to problems.

3. Develop strategies and methodologies to respond to problems that are reported or observed, and identify resources needed to implement strategies and methodologies; provide technical assistance to program personnel responding to problems.

4. Work with the Title IX Coordinator to ensure that all vocational education students and personnel (both State and local) are aware of the sex equity requirements of the vocational education legislation and Title IX, and to ensure that all students and personnel understand the Title IX complaint process.

5. Work with the Title IX Coordinator in the assembly of data on the status of male and female students and employees in vocational education, and in the provision of sex equity leadership within all units of the State Department of Education.

● FUNCTION D

Review the distribution of grants and contracts by the State board to assure that the interests and needs of women are addressed in all

projects assisted under this Act.

1. Establish sex equity criteria for use by the State Board in the review of all applications for funding. Utilize an advisory group, as appropriate and necessary, to evaluate and recommend the sex equity criteria to be applied to funding applications.

2. Establish procedures to be followed in the review of applications for sex equity assurances.

3. Provide training in the application of sex equity criteria to the State staff responsible for the review of funding applications.

4. Through in-service and pre-service training and other forms of communication, ensure that all vocational educators are aware of the priority being placed on sex equity in funding applications.

● FUNCTION E

Review all vocational education programs (including work-study programs, cooperative vocational education programs, apprenticeship programs, and the placement of students who have successfully completed vocational education programs) in the State for sex bias.

1. Establish sex equity criteria to be applied in the review of all vocational education programs in the State; incorporate criteria with the State Department's forms and procedures for review of vocational education programs.

2. Provide technical assistance to State staff in the review of vocational education programs for sex stereotyping and bias; participate in the review of programs.

3. Establish procedures to obtain sex equity data that are assembled through all reviews of programs.

● FUNCTION F

Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the State relating to vocational education.

1. Maintain up-to-date information on all federal and State laws prohibiting sex discrimination in employment.

2. Analyze and understand the system for enforcement of the anti-discrimination legislation within the State; identify and maintain contact with the network of personnel involved in anti-discrimination activities in the State; provide persons in this network with information on sex equity objectives and requirements for vocational education.

3. Contact affirmative action officers in the State Department of Education and in schools and institutions providing vocational education across the State; enlist the cooperation of the affirmative action officers in the review of the hiring, firing, and promotion procedures and practices of vocational education programs.

● FUNCTION G

Assist local educational agencies and other interested parties in the State in improving vocational education opportunities for women.

1. Work with State vocational education staff to ensure that they are aware of approaches that may be taken, and resources that may be used, to improve vocational opportunities for women; enlist their cooperation in working with local vocational education personnel to improve opportunities for women.

2. Ensure that all vocational educators in the State are aware that the State's full-time sex equity coordinator is available as a resource person to vocational education programs working to improve opportunities for women.

3. Develop materials and procedures to assist Local Education Agencies in their establishment of resource centers, in-service training programs, and other initiatives aimed at improving vocational opportunities for women.

● FUNCTION H

Make available to the State board, the State advisory council, the National Advisory Council on Vocational Education, the State Commission on the Status of Women, the Commissioner, and the general public, including individuals and organizations in the State concerned about sex bias in vocational education, information developed under this section.

1. Utilize the State Department of Education's public information system to disseminate information on sex equity in vocational education across the State; if possible, develop a sex equity information sub-system to disseminate information to specific target groups within the State.

2. Produce an annual report on sex equity in vocational education within the State, to include information on progress, exemplary programs and materials, etc.; disseminate the report to all agencies and organizations cited in the legislation and Rules and Regulations.

3. Ensure that all information produced on sex equity in vocational education is made available to sex equity advocacy groups in the State.

● FUNCTION I

Review the self-evaluations required by Title IX.

1. In conjunction with the Title IX Coordinator, develop procedures to obtain and review copies of the Title IX self-evaluations completed by education agencies across the State.

2. Obtain the cooperation of the Title IX Coordinator in interpreting the results of the self-evaluations.

3. Work with the Title IX Coordinator and other Title IX staff in conducting follow-ups of potential problem areas affecting or involving vocational education programs.

● FUNCTION J

Review and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs for the five-year State plan and its annual program plan prior to their submission to the Commissioner for approval.

1. Contact State Department staff responsible for development of the annual plan and five-year State plan; determine the schedule and procedures for development of plans; establish a schedule and procedures to be followed in submitting recommendations concerning sex equity in vocational education programs.

2. Develop recommendations for annual and five-year plans based upon sex equity information assembled, observations of programs, meetings with vocational education staff at State and local levels, advisory group input, etc.

APPENDIX

SEX EQUITY SPECIALIST/WORKSHOP TEAM LEADERS

Deborah Dillon, Specialist
Sex Bias and Stereotyping
State Department of Education
1535 West Jefferson
Phoenix, Arizona 85007

Linda Beene, Program Manager
Vocational Education Equity Program
Department of Education
1515 W. Seventh Street, Suite 220
Little Rock, Arkansas 72202

Connie Gipson, Consultant
Career Education
State Department of Education
721 Capitol Mall
Sacramento, California 95814

Patricia Goggans
Sex Equity Supervisor
State Board for Community Colleges
and Occupational Education
State Services Building, Room 207
Denver, Colorado 80222

Elaine M. Hershey, Consultant
Division of Vocational Education
Department of Education
Knott Building
Tallahassee, Florida 32304

Barbara White
Coordinator of Special Services
Office of the State Director for
Vocational Education
2444 Dole Street
Bachman 101 - University of Hawaii
Honolulu, Hawaii 96822

Connie Cline
Sex Equity Administrator
Division of Adult, Vocational and
Technical Education
State Board of Education
100 North First Street
Springfield, Illinois 62777

Joy Dee Joseph, Coordinator
Sex Equity Program
Division of Vocational Education
State Department of Education
P.O. Box 44064
Baton Rouge, Louisiana 70804

Marie M. Tarbell
Vocational Education Equity
Specialist
Division of Vocational-Technical
Education
State Department of Education
P.O. Box 8717, BWI Airport
Baltimore, Maryland 21240

Lynn Hagar, Coordinator
Equal Educational Opportunity
for Vocational Education
Division of Occupational
Education
Department of Education
31 St. James Avenue
Boston, Massachusetts 02116

Marge Hatheway, Director
Equal Educational Opportunity
in Vocational Education
Department of Education
Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509

Carol Jabonaski, Supervisor
Occupational Education Special
Programs
State Department of Education
99 Washington Avenue
Albany, New York 12230

Ella Stotz, Supervisor for
Equality in Vocational Education
Division of Vocational Education
State Office Building #3
Pierre, South Dakota 57501

Beverly Postlewaite
Special Assistant to State Director
of Vocational Education
Commission for Vocational Education
Building #17, Airdustrial Park
Olympia, Washington 98504

Anna Biermeier
Sex Equity Coordinator
Board for Vocational, Technical
and Adult Education
4802 Sheboygan Avenue
Madison, Wisconsin 53702